

Please list ~~50~~ derivatives from the following article

*Presidents to make pledge for more completed degrees.*

- |     |     |     |     |     |
|-----|-----|-----|-----|-----|
| 1.  | 11. | 21. | 31. | 41. |
| 2.  | 12. | 22. | 32. | 42. |
| 3.  | 13. | 23. | 33. | 43. |
| 4.  | 14. | 24. | 34. | 44. |
| 5.  | 15. | 25. | 35. | 45. |
| 6.  | 16. | 26. | 36. | 46. |
| 7.  | 17. | 27. | 37. | 47. |
| 8.  | 18. | 28. | 38. | 48. |
| 9.  | 19. | 29. | 39. | 49. |
| 10. | 20. | 30. | 40. | 50. |

**These Roots Will Help You Find the Derivatives**

Membrum	Simplex	Cumulo	Directus	Periodus	Socius
Schola	Gradus	Con	Collegia	Ex	Declino
Ratio	Surgo	Datum	Progredior	Studeo	Ad
Duo	Pars	Respondeo	Beneficium	Fero	Communis
Intro	Actum	Repraesento	Annus	Trans	Specto
Fero	Impleo	Compleo	Distinguo	Credo	Administro
Remedium	Summus	Centum	Succedo	Moveo	Numerus
Solidus	Result	Certo	Curro	Scio	Instituo
Executivus	Signum	Servus	Mensura	Obtineo	In

Thursday, Dec. 2, 2010

## Presidents to make pledge for more degrees

### Workshop will address ways to boost graduation rates

by Sarah Breitenbach | Staff Writer

Following a call to action from the Obama administration, Maryland community college leaders are making plans to increase graduation rates during the next 15 years.

Members of the Maryland Association of Community Colleges were scheduled to meet Wednesday at Anne Arundel Community College in Arnold to sign a pledge and discuss ways to grow the graduation rate.

Clay Whitlow, executive director of the association, said representatives of the state's 16 community colleges hope to increase the graduation rate by 7,300 — to 18,600 degrees and certificates awarded annually by 2025.

"We need for people to complete [degrees], not just go to college and collect credit hours," Whitlow said.

The number of degrees and certificates awarded to community college students decreased slightly, by 1.4 percent, from 2008 to 2009, according to data from the Maryland Association of Community Colleges.

Allegany College of Maryland and Prince George's Community College saw the largest drop in associate degrees awarded in that period, declining 6 and 11 percent, respectively.

During the conference, billed as a response to the White House Summit on Community Colleges, the state's community college representatives will discuss ideas for increasing the number of students who complete degrees or certificates. Those programs could focus on scheduling, counseling or how to better move students through remedial coursework, Whitlow said.

"The degree or certificate that they obtain will in almost all cases have some marketplace value, simply to distinguish [them] from a student who accumulates credits but has no credentials," he said.

For some schools, increasing graduation rates means reminding students community colleges are a place to earn a degree, as well as build a foundation to transfer to four-year colleges and universities.

Carol Eaton, president of Frederick Community College and chairwoman of the Maryland Association of Community Colleges board, said increasing graduation rates also is about redefining what it means to complete a degree.

Many students leave Frederick Community College for colleges and universities before finishing their degrees. The process, while sometimes advantageous for students, makes the school appear unable to retain students through graduation, Eaton said.

"We consider that a success, but the definition of completion would have considered that a failure, so that goes into the conversation of we need to expand our definition," she said.

To improve completion rates, students who transfer to four-year schools before finishing their associate

degrees are encouraged to count credits earned at four-year institutions toward their community college degrees, Eaton said.

Brett Eaton, director of communications at Montgomery College — and no relation to Carol Eaton — said school leaders are focused on improving student success in developmental courses.

Officials are awaiting the results of a pilot remedial math program that allows students to move at their own pace and, the hope is, become more likely to earn their degree. If the program is successful, it will be implemented in other departments, such as English and science, Brett Eaton said.

"I think the benefit [of earning more degrees] to the schools is really one of measurement," he said. "It gives us a more solid foundation to gauge our progress against and see if we're really serving the community in the best way possible."

A surge in community college enrollment put Maryland schools ahead of the game in terms of producing more graduates, Carol Eaton said.

While enrollment at Maryland community colleges increased by more than 5,000 students between 2007 and 2008, the number of full- and part-time students spiked by more than double that number — 11,938 — in 2008-09.

Bolstering completion rates will no doubt improve the Maryland work force, but enrollment growth means a strain on community college resources at a time when colleges should expect cuts in funding, said Del. Anne R. Kaiser (D-Dist. 14) of Burtonsville, who chairs a House subcommittee on education.

In the face of the Great Recession, Maryland community colleges have seen funding cuts in recent years, while four-year public institutions received enough money to stave off unpopular tuition increases.

"I always find [cuts to funding] very difficult to predict," Kaiser said. "I think I'm imagining community colleges will get cut like so many things, but hopefully not disproportionately."

sbreitenbach@gazette.net